

AUTHORITY: P. L. 107-110, NCLB Act, 2001

COMPLETION: Voluntary. (Failure to file will result in loss of eligibility for funding.)

Direct questions regarding this form
to the Office of School
Improvement at (517) 373-6066.

Facsimile: (517) 335-2886

**2006-2007 TITLE III - LIMITED ENGLISH PROFICIENT GRANT PROGRAM:
Count of Eligible Limited English Proficient Students****--PART I: COUNT B**

EDUCATIONAL AGENCY	Legal Name of School District	District Code	Telephone – A.C./Local No.
	Address of School District	City and Zip Code	Facsimile (A.C./No.)
	Contact Person/Title	Email:	Telephone (A.C./No.)

MAILING INSTRUCTIONS:

One copy of this form **must** be RECEIVED at the STATE address shown above by March 15, 2006 to be included in the allocation calculation.

1. DEFINITION OF LIMITED ENGLISH PROFICIENT CHILDREN in NO CHILD LEFT BEHIND:

The term Limited English proficient, when used with respect to an individual, means an individual

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(a) who is a native American or Alaskan Native, or a native resident of the outlying areas; and
 - (b) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **AND**
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

2. ELIGIBLE APPLICANTS:

Local school districts, public school academies, intermediate school districts and consortia of these.

3. PROGRAM PURPOSE:

The speedy acquisition of English language proficiency using any research-based instructional approach that works.

CERTIFICATION:

I certify that the information submitted in this report is accurate.

SUPERINTENDENT _____ (Print or Type Name) _____ Signature _____ DATE _____

TELEPHONE _____ (A.C./LOCAL NUMBER) FAX: _____ (A.C./LOCAL NUMBER)

CERTIFICATION FOR PARTICIPATION IN A CONSORTIUM

Certification of District Designated Administrative and Fiscal Agent for Title III

Legal Name of District	District Code	Name and Title of Authorized Representative	
Mailing Address (street)		Signature	
City	Zip Code	Telephone (Area Code and Number)	Date Signed
Name and Title of Contact Person		Mailing Address	
Title III allocations for each participating district will be distributed to the authorized Fiscal Agent. Please check "Yes" for each program included in this consortium.		Title III LEP Consortium Yes ?	Title III Immigrant Consortium Yes ?

Certification of Participating District

Legal Name of District	District Code	Name of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code and Number)	Date Signed
Name and Title of Contact Person		Mailing Address	
Title III allocations for each participating district will be distributed to the authorized Fiscal Agent. Please check "Yes" for each program included in this consortium.		Title III LEP Consortium Yes ?	Title III Immigrant Consortium Yes ?

Certification of Participating District

Legal Name of District	District Code	Name of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code and Number)	Date Signed
Name and Title of Contact Person		Mailing Address	
Title III allocations for each participating district will be distributed to the authorized Fiscal Agent. Please check "Yes" for each program included in this consortium.		Title III LEP Consortium Yes ?	Title III Immigrant Consortium Yes ?

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TITLE III – LIMITED ENGLISH PROFICIENT STUDENTS

(Duplicate this page as needed)

District: _____ District Code: _____

LEP students by home language or language background. Enter the number of LEP students by grade.

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Language		Number of LEP students on the Fall 2005 Membership Count Day														Total	Test(s) or Procedure(s)
		Pre-K	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH	10 TH	11 TH	12 TH		
	Public																<input type="checkbox"/> English language proficiency test Test Name:
	Non-Pub																
	Public																
	Non-Pub																
	Public																<input type="checkbox"/> Reading or Language Arts achievement test Test Name:
	Non-Pub																
	Public																
	Non-Pub																
	Public																<input type="checkbox"/> Consultation between school and parent(s) for children in grades K-2
	Non-Pub																
	Public																
	Non-Pub																
	Public																<input type="checkbox"/> Home Language Survey or Home language questions on school enrollment application
	Non-Pub																
	Public																
	Non-Pub																
Totals																	

TITLE III – LIMITED ENGLISH PROFICIENT STUDENTS

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District: _____ District Code: _____

LEP students by English Language Proficiency Level. Enter the number of LEP students by grade.

(Duplicate this page as needed)

Proficiency Level	Number of LEP students based on the Fall 2005 Membership Count Day														Total
	Pre-K	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH	10 TH	11 TH	12 TH	
Basic 1A															
Basic 1B															
Intermediate 2															
Intermediate 3															
Intermediate 4															
Proficient 5															
Totals															

Basic 1A

Students with no formal schooling or interrupted schooling, as well as those from pre-literate societies. These students are unable to communicate at the most minimal level.

Basic 1B

Students at the pre-production and early production stages of English. These students generally respond non-verbally to simple commands and questions. They begin to imitate the verbalization of others by using single words or phrases.

Intermediate 2

Student at the speech emergent stage. These students can comprehend short conversation on simple topics. They rely on familiar structures or utterances. They comprehend simple passages, but guess at more complex ones. They can handle simple writing tasks but make frequent mistakes.

Intermediate 3

Students who can understand standard English in most settings with repetitions and rewording. They can comprehend factual non-technical prose and read literature for pleasure. They can write multi-paragraph compositions and show good control over most frequently used grammatical structures, but errors are still present.

Intermediate 4

Students who show adequate daily communication skills. They have difficulty with idioms, figures of speech, and words with multiple meanings. They can read independently, but may have difficulty with abstract and complex structures. They can write for personal and academic purposes with some errors.

Proficient 5

Students at this level can successfully participate in all-English coursework without English language development support.

TITLE III – IMMIGRANT CHILDREN AND YOUTH

District: _____ **District Code:** _____

Definition (Section 3301): The term “immigrant children and youth” means individuals who

(A) are aged 3 through 21;

(B) were not born in any State; and

(C) have not been attending one or more schools in any one or more states for more than 3 full academic years.

Allocation of Title III Immigrant funds is based on the immigrant student counts for the previous three years. If your district or PSA has applied for Immigrant funds previously and submitted immigrant student counts, that data will appear on the attached table and is to be transferred to the table below. Please provide immigrant student counts for all three years entering zero (0) for any of the three years in which your district had no immigrant students.

School Year	2003-2004	2004-2005	2005-2006
Immigrant Students			

Title III Contact Person: _____

Title: _____

Phone: _____ Fax: _____

Email: _____